



## SS Simon and Jude Primary School

### Pupil Premium Grant Strategy: 2017-18

#### Overview of the school

Number of pupils and pupil premium grant (PPG) received (based on Jan 2017 Census)	
Total number of pupils on roll	416 (R-Y6)
Total number of Children eligible for PPG	132 (31.73%)
Amount of PPG received per pupil	£1320
<b>Total amount of PPG received</b>	<b>£174, 240</b>

Previous Performance of Disadvantaged Pupils			
Early Years		2015-16	2016-17
% of children attaining a Good Level of Development	All pupils	59%	62%
	Disadvantaged pupils	64%	45%

Key Stage 1		2015-16	2016-17
% of pupils achieving the expected standard in reading, writing and mathematics combined	All pupils	61%	63%
	Disadvantaged pupils	36%	53%
% of pupils achieving the expected standard in reading	All pupils	75%	75%
	Disadvantaged pupils	59%	68%
% of pupils achieving the expected standard in writing	All pupils	66%	64%
	Disadvantaged pupils	41%	53%
% of pupils achieving the expected standard in mathematics	All pupils	86%	80%
	Disadvantaged pupils	82%	63%
% of Year 1 pupils achieving the required level in Phonics	All pupils	84%	76%
	Disadvantaged pupils	83%	63%
% of KS1 pupils achieving the required level in Phonics	All pupils	93%	93%
	Disadvantaged pupils	95%	89%

<b>Key Stage 2</b>		<b>2015-16</b>	<b>2016-17</b>
% of pupils achieving the expected standard in reading, writing and mathematics combined	<b>All pupils</b>	<b>52%</b>	<b>57%</b>
	<b>Disadvantaged pupils</b>	<b>53%</b>	<b>61%</b>
% of pupils achieving the expected standard in reading	<b>All pupils</b>	<b>56%</b>	<b>59%</b>
	<b>Disadvantaged pupils</b>	<b>57%</b>	<b>64%</b>
% of pupils achieving the expected standard in writing	<b>All pupils</b>	<b>70%</b>	<b>76%</b>
	<b>Disadvantaged pupils</b>	<b>63%</b>	<b>75%</b>
% of pupils achieving the expected standard in grammar, punctuation and spelling	<b>All pupils</b>	<b>79%</b>	<b>69%</b>
	<b>Disadvantaged pupils</b>	<b>70%</b>	<b>68%</b>
% of pupils achieving the expected standard in mathematics	<b>All pupils</b>	<b>79%</b>	<b>79%</b>
	<b>Disadvantaged pupils</b>	<b>77%</b>	<b>82%</b>
Average scaled score in reading (100 is expected standard)	<b>All pupils</b>	<b>101</b>	<b>100.9</b>
	<b>Disadvantaged pupils</b>	<b>101</b>	<b>100.8</b>
Average scaled score in mathematics (100 is expected standard)	<b>All pupils</b>	<b>104</b>	<b>103.6</b>
	<b>Disadvantaged pupils</b>	<b>103</b>	<b>102.6</b>

\*data unvalidated at time of report

## Summary of main barriers to achievement

SS Simon and Jude is a larger than average primary school with over 485 pupils currently on role. The school serves a very diverse population. The main ethnic groups are Pakistani (47.7%) and white British (30.1%). There are over 20 different languages spoken in school. The proportion of pupils from minority ethnic groups is well above the national average. The proportion of pupils who speak English as an additional language is well above the national average (57%). The proportion of pupils currently eligible for the pupil premium grant is 31.73%. Over 95% of children are living within the 30% most deprived area in the UK. The vast majority of pupils enter the Early Years within the very low ability range, especially for language and communication and writing. The current nursery class has 70% of children where English is not their first language. The current year 3, 4 and year 6 have a high percentage of pupil premium pupils (Y3 33.3%, Y4 39.3% & Y6 32.8%). The current year 2 and year 6 have a high percentage of pupils with SEND (Y2 21.1% & Y6 24.1%).

### **Objectives in spending PPG funding:**

- To target underachievement compared to potential outcomes.
- To ensure that learning and teaching opportunities meet the needs of all disadvantaged pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.
- To ensure that high achieving children achieve their full potential.
- To improve the attendance and punctuality of all pupils.
- To ensure that additional adult support is specifically supporting disadvantaged pupils.
- To have a more strategic approach to improving outcomes for disadvantaged pupils.
- To support language and communication development.
- To provide activities and experiences to further enrich the pupils' learning.

### **Desired Impact of Intended Spend**

- Attainment of disadvantaged pupils will be in-line or above the attainment of their peers at the end of KS2.
- Increased % of disadvantaged pupils working at ARE in all year groups.
- All disadvantaged pupils achieve their end of year personalised targets and make expected progress.
- The % of disadvantaged pupils achieving the expected standard and greater depth in writing at the end of KS1 is in line with the national picture.
- % of disadvantaged pupils achieving EXS and HS/GDS at the end of KS2 are at least in line with the national picture and progress measures reflect a positive picture.
- Attendance at the end of the academic year 2017/2018 is at least in line with national figures.
- Learning enriched by providing pupils with a deeper understanding of the wider curriculum.

### **The impact of the intended spend will be monitored through:-**

- Regular Pupil Progress meetings between class teachers and SLT.
- Robust analysis of attainment and progress data within each year group.
- Robust analysis of attendance and punctuality data.
- Lesson observations for teachers and teaching assistants.
- Analysis of additional interventions.
- Pupil discussions and questionnaire.
- Parental discussions and questionnaires.
- Subject leader analysis of curriculum.
- Book and planning scrutiny.

Year Group	Item/project	Cost	Objective	Outcome
Whole School	Music Tuition from Bolton Music Service	£4732.80	To give all pupils the opportunity to learn how to play a musical instrument. To provide all pupils with enrichment activities which are in addition to core subjects.	<i>Y2/6 learnt singing with a specialist teacher. Y3 learnt to play the recorder, y4 the strings and yr5 the drums. Yr3/4 performed to parents through the Proms afternoons which were highly attended by parents. Yr6 performed in the end of year show and the leaver's service. These were both well attended by parents.</i>
	To subsidise Breakfast Club (staffing costs within TA costs)	£912.03	To ensure that all pupils have breakfast before school and are ready for learning. To improve the attendance of specific pupils and reduce the number of persistent lates.	<i>On average 100-110 pupils attend Breakfast club each day. 20% of these pupils received a free breakfast each day. Attendance and punctuality of 6/7 families targeted has improved.</i>
	To fund the Gold Trip	£705	To recognise and reward outstanding progress within the eight personal learning goals.	<i>28 children from reception to year 6 were selected to attend the gold trip.</i>
	Funding of school uniforms	£304	To ensure all children have a school uniform and reading bag on entry to school.	<i>All pupils new to school in early years are provided with a school jumper and reading bag, along with any new starters throughout the school.</i>
	Employment of attendance and pastoral care manager	£8464.00	To ensure attendance is in line or above the national percentage. To improve the punctuality of identified pupils.	<i>Attendance for 2017-18 was 95.31% which is slightly below the target of 95.6%. This is mainly due to unauthorised holidays. Attendance and punctuality of 6/7 families targeted has improved.</i>
	1 to 1 Learning Review meetings between teacher and child four times a year.	Within TA costings below	To improve pupils engagement in their learning and pupils to know their next steps in learning. Most pupils are able to discuss what they need to do in order to improve their own learning.	<i>When a selection of pupils from Y1-6 were questioned they could all explain why we do learning review meetings and the vast majority could explain how the meetings help them to learn. All pupils could explain what their targets meant and what they had done to help them achieve their targets.</i>
	Parental Workshops	£1461.00	To improve engagement with families in order to impact positively on pupils' learning.	<i>Over the year 21 parental workshops took place. On average 11-15 parents attended each workshop. These workshops were linked to parental choices and whole school priorities. KS1 reading and phonics workshops had a positive impact. The IPC workshops has increased awareness of what the learning involves, entry and exit points and a better understanding of knowledge, skills and understanding. EYFS engaged parents with their stay and play</i>

				<i>sessions, writing, phonics, reading and IPC workshops.</i>
	FSM shortfall	Provisional Figure £49243	To ensure that all pupils are provided with at least one balanced meal a day.	<i>All FSM pupils are receiving at least one balanced meal per day.</i>
	Additional learning experiences e.g. external visitors, workshops	£800	To enhance learning linked the IPC curriculum through providing a range of hands on experiences.	<i>Pupils' learning was enhanced through a range of visitors to school. These included the bug man workshop, circus skills workshop and archery lessons. Each key stage received a visit to enhance their learning in IPC. These included visits to experience life as early man at Haigh Hall, Bury transport museum, Anderton Centre and Knowsley safari park.</i>
Key Stage One	Additional EAL teaching assistant support	£8313.55	To increase the percentage of pupils working at ARE in reading, writing and maths so that they are at least in line with all pupils.	<i>The percentage of EAL pupils at least the expected standard in reading, writing and maths combined is 62% in comparison with 64% national and 60% Bolton.</i>
	Small group intervention with senior leader with focus on phonics in year 1 and English and maths in year 2	£7543.20	To ensure % pupils passing phonics screening is in line with national. To increase the percentage of Year 2 working at ARE to in reading, writing and maths.	<i>87% of the Y1 cohort passed the Phonic Screening test. This is above both Bolton (82%) and the national figure (83%). In reading 76% of pupils met the expected standard or above at the end of Key Stage 1. This 1% above the national figure of 75% and 3% above Bolton (73%). 22% of pupils achieved the higher standard. This was in line with Bolton (23%) but was 4% lower than the national average at 26%. In writing 67% of pupils met the expected standard or above in writing at the end of Key Stage 1. This was in line with Bolton (68%) but was 3% lower than the national figure of 70%. 15% of pupils met the greater depth standard which was in line with the Bolton and national figure of 16%. In maths 80% of pupils met the expected standard or above in mathematics at the end of Key Stage 1. This was 4% higher than the national average of 76% and higher than Bolton (74%). 22% of pupils met the higher standard which was in line with Bolton (21%) and the national average at 22%. In a period of 3 months on average all pupils made 17 months progress in their reading</i>
	1 to 1 and small group additional teaching assistant interventions and support including phonics sessions and 1 to 1 reading.	£29113	Pupils identified as not making expected progress to receive additional interventions to ensure they make at least expected progress. To ensure % pupils passing phonics screening is in line with national. To ensure that the reading age is in line with their chronological age for the vast majority of pupils.	

				<i>ages in comparison to their starting points, resulting in the gap between their chronological age and reading age diminishing.</i>
Key Stage 2	Learning Mentor to provide additional intervention for identified children and families with social and emotional difficulties (small group and 1:1).	£14945.00	To ensure that children with additional barriers to learning are making expected progress with their learning, attendance, behaviour and social skills.	<i>Learning mentor supported year 6 pupils in mathematics and at playtimes. This had a positive impact on attendance, behaviour and progress in school for the targeted pupils.</i>
	1 to 1 and small group additional teaching assistant interventions and support including 1 to 1 reading.	£42882	Pupils identified as not making expected progress to receive additional interventions to ensure they make at least expected progress. To ensure that the reading age is in line with their chronological age for the vast majority of pupils.	<i>Year 3, 4 and 5 pupils made at least expected progress in Reading, Writing and Maths. In a period of 3 months on average all pupils made 20 months progress in their reading ages in comparison to their starting points, resulting in the gap between their chronological age and reading age diminishing.</i>
	Additional teacher in year 6 English and Maths to target high achieving pupils	£6008.64	% of pupils achieving HS/GDS at the end of KS2 are at least in line with the national picture and progress measures reflect a positive picture.	<i>16% of pupils met the higher standard in reading. This was 12% lower than the national average of 28%. 14% of pupils met the greater depth standard in writing. This was 6% lower than the national average of 20%. 17% of pupils met the higher standard in mathematics. This was 7% lower than the national average of 24%.</i>
	Additional teacher in year 6 to target high achieving pupils in arithmetic and reading comprehension.	£1051.84		
	Free Breakfast club for year 6 Booster sessions and SATs week (3 weeks)	£100	To ensure that year 6 have had a breakfast and are in school on time in SATs week. To ensure that pupils are ready for learning.	<i>All year 6 invited for free breakfast club and the vast majority of pupils attended. In addition all year 6 pupils received a cereal bar at tuck time during SATS week. All year 2 were provided with a free breakfast for two weeks during SATs.</i>
	Year 6 Easter Booster Cub to ensure targeted pupils achieve age related expectations.	£2877	To boost pupils' confidence and accelerate progress of individuals to ensure that targeted pupils achieve ARE.	<i>69% of pupils met the expected standard or above in reading at the end of Key Stage 2. This was 6% below the national average. 84% of pupils met the expected standard or above in writing at the end of Key Stage 2. This was above the national average of 78%. 76% of pupils met the expected standard or above in</i>

				<i>mathematics at the end of Key Stage 2. This was in line with the national figure of 76%. 78% of pupils met the expected standard or above in SPaG at the end of Key Stage 2. This was in line with the national average of 78%.</i>
	Additional teacher employed for English and Maths in year 5.	32% £6719.04	To ensure that pupils within the group make accelerated progress in reading, writing and maths in order to diminish the difference.	<i>Targeted pupils made more than expected progress in Reading, Writing and Maths.</i>
	Part funded residential trip in year 5.	£450	To ensure that all pupils have access to a residential trip to enrich their learning and remove the potential cost barrier.	<i>All Pupils in year 5 were offered a place on the Robinwood visit. 33 year 5 pupils attended. The price was reduced to ensure that more pupils were able to attend. The trip developed their team building skills, confidence, communication and problem solving skills.</i>
Early Years	Additional EAL & INA teaching assistant support in reception	£14896.00	To ensure that all pupils can fully access the learning in the classroom and increase the number of EAL pupils achieving a good level of development.	<i>68% of pupils met the expected standard at the end of EYFS. This is in line with Bolton 68% and 4% below the national figure of 72%. 58% of EAL pupils achieved GLD this is in line with Bolton (59%) but below national (66%)</i>
	Speech and Language Therapist to provide intervention to identified pupils in reception.	£1685.25	To clearly identify speech, language and communication needs of pupils. To improve pupils' language and communication skills so that a greater percentage of pupils are working at an average level or above in information and grammar assessments.	<i>The children who had received intervention had, on average, made more progress with their expressive language skills than those who had not been included in the narrative groups. Most children had made improvements in both their grammar and vocabulary skills. The % of pupils achieving at least the expected standard in communication and language is 75%. Although this is below national at 82%, it is an increase from the previous year.</i>

<b>Total funding received</b>	£174 240
<b>Total funding spent</b>	£203 206
<b>Funding remaining</b>	<b>-£28 966</b>

### Strategy Review

Local Governing Body meetings

Autumn 2017

Spring 2018

Summer 2018